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ABSTRACT

The aim of the Texas Child Migrant Program is that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of migrant children. Objectives of the program are (1) to provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children, (2) to develop and conduct staff development programs for personnel in the Texas Child Migrant Program, (3) to cooperate with other state education agencies in improving educational programs and in developing record transfer systems for migrant children, and (4) to coordinate the activities of cooperating agencies serving migrant children in Texas. A table of Texas migrant project schools (by grade level and estimated number of students involved) is included along with descriptions of program activities. Related documents are ED 046 565 and ED 039 057. (JH)

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TEXAS CHILD MIGRANT PROGRAM

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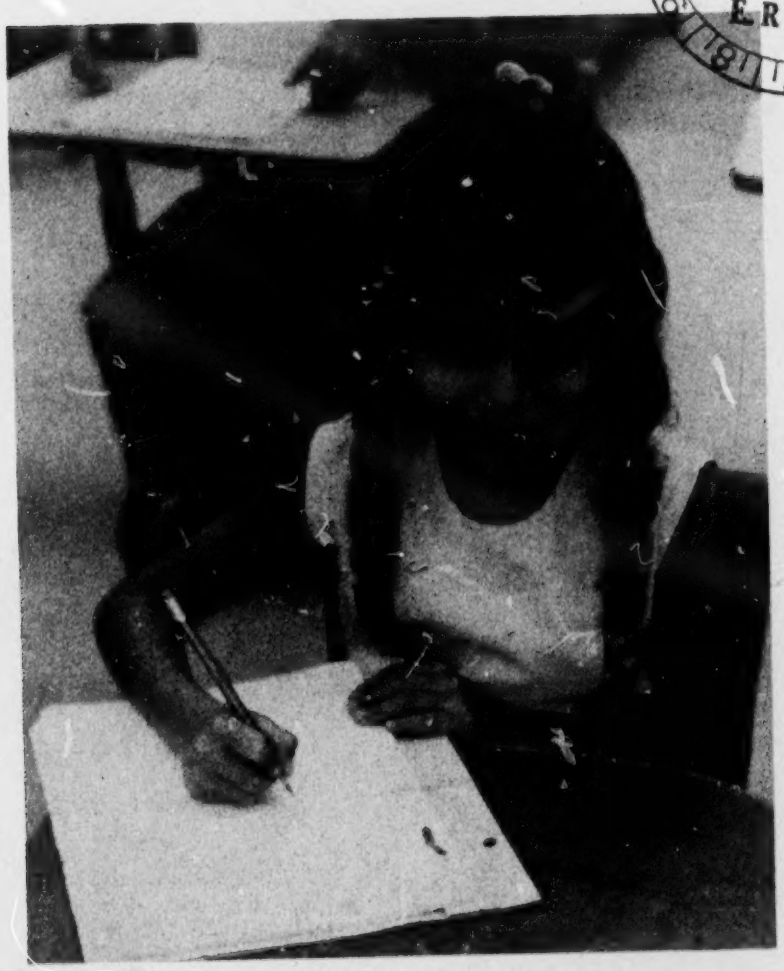

Migrant and Preschool Programs

Texas Education Agency
Austin, Texas

October 1971

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PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not exhaustive and is intended as a supplement to other Agency bulletins, including An Administrative Guide for Programs for the Education of Migrant Children and A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children in Texas.

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

"A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

OBJECTIVES AND GOALS OF THE PROGRAM

The staff of Migrant and Preschool Programs of Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Only migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The broad objectives of the Program are:

- To provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.
- To develop and conduct staff development programs for personnel in the Texas Child Migrant Program.
- To cooperate with other State Education Agencies in improving educational programs and in developing record transfer systems for migrant children.
- To coordinate the activities of cooperating agencies serving migrant children in the State of Texas.

In addition, effective change in the instructional program is based on the following goals of the migrant program:

- The evaluation of the migrant student must precede the design of an instructional program.
- Adequate provision must be made for development of communication skills, assuring a functional fluency in oral English before beginning instruction in reading English.
- Techniques of teaching English as a second language should be used as an integral part of the curriculum.
- As ninety-five percent of the migrant children speak Spanish, bilingual instruction, particularly in the kindergarten and primary grades, should be an integral part of the Child Migrant Program.
- Learning experiences in school should be related to the child's cultural heritage, to his home environment, and to his experiences during periods of migration.
- Meaningful learning experiences, both in academic and vocational programs, must be provided for the migrant child. Experiences appropriate for his abilities and aspirations, chronological age, and for his achievement level must be provided.

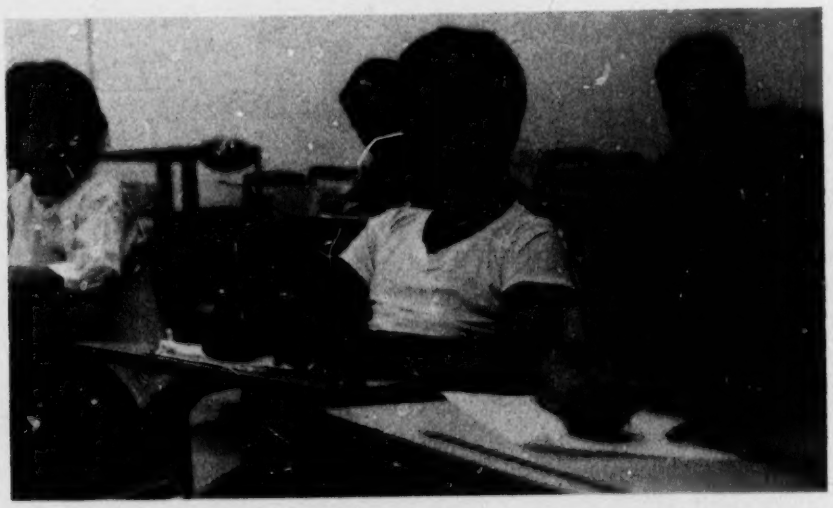
DESCRIPTION OF PROGRAM

The Texas Child Migrant Program is an integral part of public school education in Texas. Two requirements set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

The Texas Child Migrant Program consists of two types -- the Seven Month School Program, and the Enrichment Program.



The Seven Month Program

School districts in the Seven Month School Program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in the latter part of April, and are not able to begin or to complete the regular ten month school session. To compensate for this inability to begin the school term as do the other students in the district, the Seven Month School Program operates for a minimum of one hundred and thirty-five (135) days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional ten days for preparation and in-service.

To assure that the maximum number of teachers are available when the greatest number of children are in school, a special teacher allocation formula under the Minimum Foundation School Program is used. Teachers are allocated on three peak reporting periods rather than the usual six reporting periods and are paid a salary equal to that paid in the regular ten month program.

Migrant children in this program are grouped together in separate classrooms, allowing all students to begin and end the school year at the same time. The teacher is able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. When possible, migrant children participate with non-migrants in other school activities such as art, music, physical education, and field trips.

The Enrichment Program

Each school district that participates in the Texas Child Migrant Program provides supplementary educational services known as the Enrichment Program. Various plans to utilize the Enrichment Programs are employed by the school district.

I. Extended Day

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Teachers are employed from Title I Migrant funds and it is recommended that classes of migrant children not exceed fifteen (15) in number. Assignment of children to classes is based on factors such as interests, fluency in English, and conceptual development rather than age or grade placement.

II. Extra Services During Day

Personnel are employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children. The emphasis during these activities is on oral language development. Other subject matter areas may also be emphasized in these plans. Ancillary services are provided with either Title I Regular or Title I Migrant funds for migrant children as needed.

a. Supplementary Teacher in Special Classroom

b. Circulating Supplementary Teacher

c. Special Services with Teacher Aides

III. Separate Migrant Classrooms - Non-Graded

Classrooms that contain only migrant children are provided on a self-contained basis, with an organizational structure of the non-graded plan.

The pupil-teacher ratio of these classes is not to exceed twenty-two (22) to one (1) teacher and it is recommended that each of these classes have a full-time teacher aide.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All migrant program schools provide for developmental and remediation programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provided for in-service training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and para-professional aides, the number being dependent on the priority of needs in the individual school.

PROJECT ACTIVITIES
1963-1972

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued on a course diverging progressively from the course of the traditional school program.

In an attempt to find ways of providing leadership in bringing the school

and the migrant into a cooperative effort for education, the Texas State Board of Education in 1962 requested that R. P. Ward, a former superintendent of public schools in Edinburg, Texas, make a survey to determine the number of migratory children in Texas and their patterns of migration. Although Mr. Ward did not receive complete returns from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six-Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine-Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts in the lower Rio Grande Valley began the Texas Project for the Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and representatives of the Texas Education Agency developed a curriculum guide and a supplemental reading guide. Through the State Minimum Foundation Program, Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine-Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders.

At the end of the second year it was evident that if the effectiveness of the program were to be truly tested, additional funds were needed. Consequently, in 1965, the Texas Education Agency, through the Governor's Office, made application to the United States Office of Economic Opportunity and received a grant of $3,312,936. Those funds provided for the operation of special programs in twenty additional schools. (See Table I) The program schools provide additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical follow-up for children needing those services.

Technological changes affecting production and harvesting of crops led to the assumption even before 1963 that within a few years there would be a significant decrease in the number of migratory agricultural workers. Although changes have occurred in kinds and numbers of jobs available in other states, almost the same number of families from Texas continue to migrate seeking employment, seeing no alternative to their migratory life style.

The number of migrant children in any one school may vary significantly from year to year, but the number of programs and the number of migrant children participating has increased steadily. The pilot project for 3,000 migrant children has become an on-going program which in 1971-72 will involve approximately 60,000 school age children of migratory workers. Table I shows the numerical change from 1963-1971.

TABLE I

Growth of Migrant Program

Year	Number of School Districts		Number of Migrant Children Enrolled
	Six Month	Enrichment	
1963	5		3,000
1964	10		6,000
1965	20	20	20,000
1966	20	20	20,000
1967	20	25	25,000
1968	20	45	35,000
1969	20	63	40,000
1970	20*	79	55,000
1971	19	90	60,000**

* Designation changed to Seven-Month in 1970
** Projected figure which includes the summer programs

On January 1, 1967, funds for the education of migrant children became available under Title I Migrant Amendment to the Elementary and Secondary Education Act of 1965, Public Law 89-10 and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded in-service programs, and have offered more comprehensive health, food, and clothing services.

During 1967-68 the Texas Child Migrant Program served approximately 25,000 of the estimated 85,000* migrant children in the State of Texas.

Twenty additional school districts participated in the Enrichment Program during the 1968-69 school year, making a total of sixty-five schools providing supplementary programs for migrant children. These school districts served approximately 35,000 migrant children.

Seven school districts began Enrichment Programs in the 1969-70 school year, making a total of seventy-one projects participating in programs which provided supplementary instructional and ancillary services for approximately 40,000 migrant children in Texas. During that year the participating schools enlarged their preschool summer programs, as well as their educational and vocational programs for junior and senior high schools to meet the needs of more children.

The school project for 1970-71 operated in approximately ninety-nine (99) school districts and served approximately fifty thousand (50,000) migrant children in grades K through 12. This project was designed to provide educational and ancillary services for migrant children enrolled in project schools. The educational phase of the project included instruction in language arts, social studies, science, mathematics, art, music, health and physical education, and arts and crafts.

For Fiscal Year 1972, Texas will operate ten (10) pilot classrooms for four year old migrant pre-kindergarten students. Five of these classroom units will be operated in the McAllen Independent School District and five of these units will be operated in the Hereford Independent School District. These units will be operated as pilot projects and their main purpose will be the development of curriculum materials for four year old migrant students in the anticipation that the Texas Child Migrant Program may move into programs for four year old students during the 1972-73 school year.

Six additional school districts are now participating in the migrant program making a total of 105 school districts.

THE TEXAS PLAN

The Texas Plan for direct assistance to local education agencies for special educational programs for the children of migrant agricultural workers consists of several components.

* This estimate is based on the report on Texas Migrant Labor (1966) prepared by the Good Neighbor Commission of Texas and on a study of migration made by A. R. Ramirez, Director of Migrant Affairs, Texas Office of Economic Opportunity (January 1966).

Child Migrant School Program

One hundred five school districts receive direct and indirect assistance funding under the Elementary and Secondary Education Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Nineteen of those school districts operate the Minimum Foundation Program Seven-Month School.

The programs primarily serve children in grades 1-9, but many projects also have implemented programs to serve children in grades 10-12. Professional and para-professional instructional personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.

Child Migrant Preschool Program

Texas has had a summer program for non-English speaking preschool children since 1959. To help local education agencies meet the needs of migrant children, the State, during 1967-68, made funds available for preschool classes during the regular school year while migrants are in Texas.

Because many school districts were already operating at full capacity, facilities for preschool units were not available. Texas Education Agency received approval from United States Office of Education to enable certain local education agencies to construct facilities and implement 40 preschool units in the spring of 1968. An additional 138 preschool units were constructed in the summer of 1968, making a total of 178 units for 1968-69, serving approximately 3,500 preschool five and six year old migrant children. During the summer of 1969, twenty-nine additional units were funded. This provided for the 1969-70 school year a total of 207 units to serve approximately 4,000 eligible migrant children. The classes, which continued for a period of at least seven months, operated within a curriculum structured to provide for development of an adequate command of oral English,

for cultural and educational enrichment, and for development of concepts. During 1967-68 Region I Education Service Center, Edinburg, Texas, under a grant from the United States Office of Education, Department of Health, Education, and Welfare, began a curriculum revision project for first year non-English speaking pupils. With the permission of the California State Department of Education, the staff of Region I Education Service Center used as the core of their curriculum a series of lessons initially labled Project H-200 and now known as Teaching English Early, developed at the University of California at Los Angeles and at the California State Department of Education, under a grant from the United States Office of Education. The kit assembled for preschool migrant classes by Region I, under contract to Texas Education Agency, included the language lessons, a set of recorded language cards, pictures and objects for visual aids, drills, games, and recordings of songs and stories in Spanish and in English. The supplementary materials are correlated with the language lessons to reinforce and expand the child's use of oral English and of Spanish in schools where there are bilingual teachers and/or aides.

In 1971-72 migrant preschool students will be included in the Minimum Foundation Program units of preschool. Supplementary funds will be provided for the migrant students who are eligible for the Minimum Foundation Program preschool. Even larger allocations will be funded for the migrant students who are ineligible for the Minimum Foundation Program Preschool (ages 5 years and 0 months to 5 years and 2 months). Each child will continue to receive a free hot lunch and a snack.

Demonstration School

Central Elementary School, McAllen, Texas, was designated as an experimentation and demonstration center for migrant education. Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory, and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. The programs at Central Elementary School are being developed in the areas of Early Childhood Education, Bilingual Education, Parental Involvement Program,

Reading Language Development Program, Multi-Cultural Social Education, and the Individually Prescribed Instruction Math Program.

Staff and Program Development

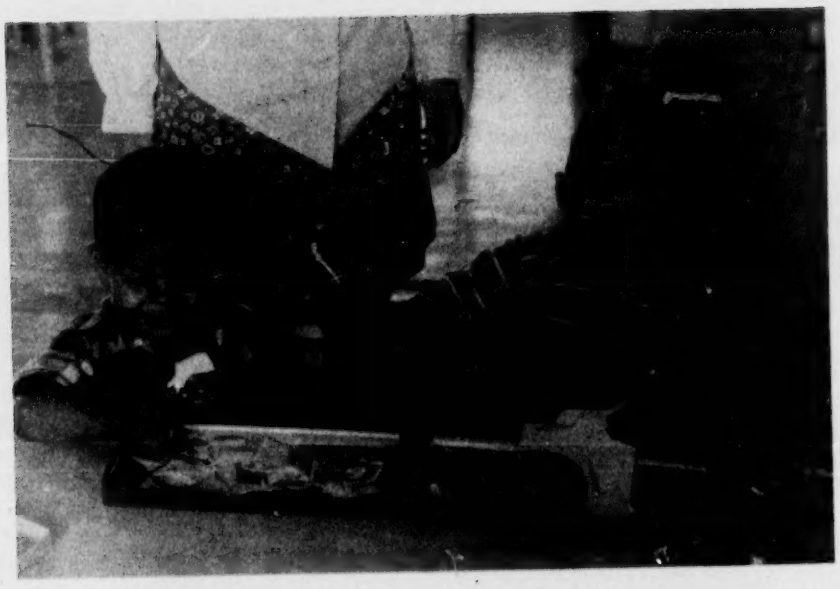
In January 1966 funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas, with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with Regional Education Service Centers, assists local education agencies in the development of sound programs in migrant education and in teacher training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and Regional Education Service Center personnel, nationally recognized specialists serve on a consultative basis to assist in the development of programs and in teacher-training activities. Staff and program development activities include:

- Annual Workshop for personnel in Child Migrant Programs, held in Lubbock, Texas, in August and in McAllen, Texas, in October
- Training of Regional Education Service Center personnel
- Assisting Regional Education Service Center personnel in conducting workshops and seminars in local school districts
- Conducting classroom visitation in program schools
- Conducting demonstration teaching in program schools
- Conducting periodic review of Child Migrant Program in the local school districts
- Education Service Center consultants working with local education agency personnel
- Summer institutes for Child Migrant personnel
- Training of Local Education Agency and Regional personnel in the Uniform Migrant Record Transfer System
- Establishing the major areas of emphasis for the workshops and instructional programs

Texas Migrant Educational Development Center

Beginning in 1968 Texas Education Agency contracted with Southwest Educational Development Laboratory, Austin, Texas, to conduct a survey to determine the number of migrant children in Texas schools, to develop and field-test curricula relevant to the special needs of migrant children as determined by research, to evaluate current migrant programs, and to develop a model secondary program for use in the education of migrants. Under the



terms of the contract the Center is developing plans for approaches which may prove more effective than the Seven-Month Program. The Center is also developing new materials and is adapting existing materials that are especially applicable for the migrant child. As a part of the contract, the staff of the Center will train selected personnel of Texas Education Agency, of Regional Education Service Centers, and of local education agencies in the use of the new curricula. The personnel so trained will then be responsible for conducting staff development in-service training in order that the new programs may be initiated and utilized by the classroom teachers in the Child Migrant Program.

In 1971-72 two programs for four year olds will be established by Southwest Educational Development Laboratory for the Texas Education Agency. These programs in Hereford and McAllen will be a pilot study designed to reach the migrant child. It is hoped that with the use of bilingual techniques the four year old migrant will be better prepared for public education.

At the elementary level a multicultural social education program has been developed and is being field tested in several migrant classrooms. These materials emphasize the positive aspects of the child's background and develop his understanding of cultural diversity and social concepts.

Another component which is essential to the migrant program is parental involvement. Texas Migrant Educational Development Center is organizing materials and a program outline which should prove invaluable in developing consistent parental involvement components throughout the state.

Summer Institutes for Migrant School Personnel

Since 1966 Summer Institutes have been conducted by institutions of higher learning and Regional Education Service Centers under contract with Texas Education Agency; the institutes assist administrators, teachers, and teacher aides in developing needed competencies.

In the summer of 1971 Texas Education Agency cooperated with A & I University at Kingsville, Texas; Pan American University at Edinburg, Texas; University of Corpus Christi at Corpus Christi, Texas; Region I Education Service Center at Edinburg, Texas; and Region XVII Education Service Center at Lubbock, Texas, in sponsoring summer staff development institutes for personnel engaged in the teaching of migrant children. Some of the areas of concern were:

- Identifying needs of migrant children and designing curriculum to meet these needs
- Oral language development techniques
- Role of the school in a parental involvement program
- Bilingual education
- Instructional reading skills
- Audio-visual techniques
- Instructional teacher/teacher aide team workshops

The Summer Institutes have offered personnel in the migrant program a chance to receive intensive and professional training in the specialized materials and techniques which are necessary to conduct an adequate migrant program.

Interstate Cooperation Project

In 1966, Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment,

were hosts to twenty-four teachers from Texas Child Migrant project schools.

Basis for selection of participants:

- Actively engaged in the teaching of migrant children
- A valid Texas teaching certificate
- Interest in migrant children
- Ability to relate to migrants
- Other qualities essential to a representative of the Texas Education Agency

The Interstate Cooperation Project is designed:

- to have available in the participating states, teachers with experience in the teaching of Texas migrant children
- to share among states an understanding of the problems of teaching Texas migrant children
- to develop a better system for transferring pupil records
- to improve teaching techniques used in the instruction of migrant children
- to encourage Texas-based migrants to participate in school programs when they are in other states
- to promote, especially among participating Texas teachers, a realization of the problems faced by school-aged migrant children during the migrant cycle

In 1967 six additional migrant stream states joined in the Interstate Cooperation Project.

During 1968-1971 the project again involved eighteen migrant stream states and twenty-four teachers from Texas, continuing the Interstate Cooperation Project in an effort to offer a sequential education program to migrant children.

It is anticipated that twenty (20) states will elect to participate with Texas in the Interstate Cooperation Project in 1972. The states are:

California
Colorado
Florida
Idaho
Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Montana
Nebraska
New Mexico
New York
Ohio
Oregon
Virginia
Washington
Wisconsin
Wyoming

A desirable outcome of the project has been that many of the participating states have employed Texas teachers for their summer migrant programs. The aforementioned states were selected on the basis of the number of Texas migrants who migrate to these states for agricultural employment. The plan calls for the use of twenty-six (26) teachers.

The project is just one of the efforts being made by Texas Education Agency to foster and continue interstate cooperation in an effort to offer a continuing education to migrant children.

Film for Dissemination Purposes

Texas Education Agency has available for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish. The film is also available at Education Service Centers that have a migrant component.

Migrant Media Center

This component, initiated in 1968, provides audio-visual media materials coordinated with the curriculum offered in the Texas Child Migrant Program. Under contract to the Texas Education Agency, Region I Education Service Center in Edinburg, serves all schools participating in the Texas Child Migrant Program. The center houses over three thousand 16mm films, sound filmstrip sets, and multi-media kits. From this collection, over 3,000 items per month are circulated to Texas Migrant Program teachers. In-service workshops and institutes designed to promote effective use of instructional media are sponsored by the Migrant Media Center for migrant school personnel.

Regional Education Service Centers

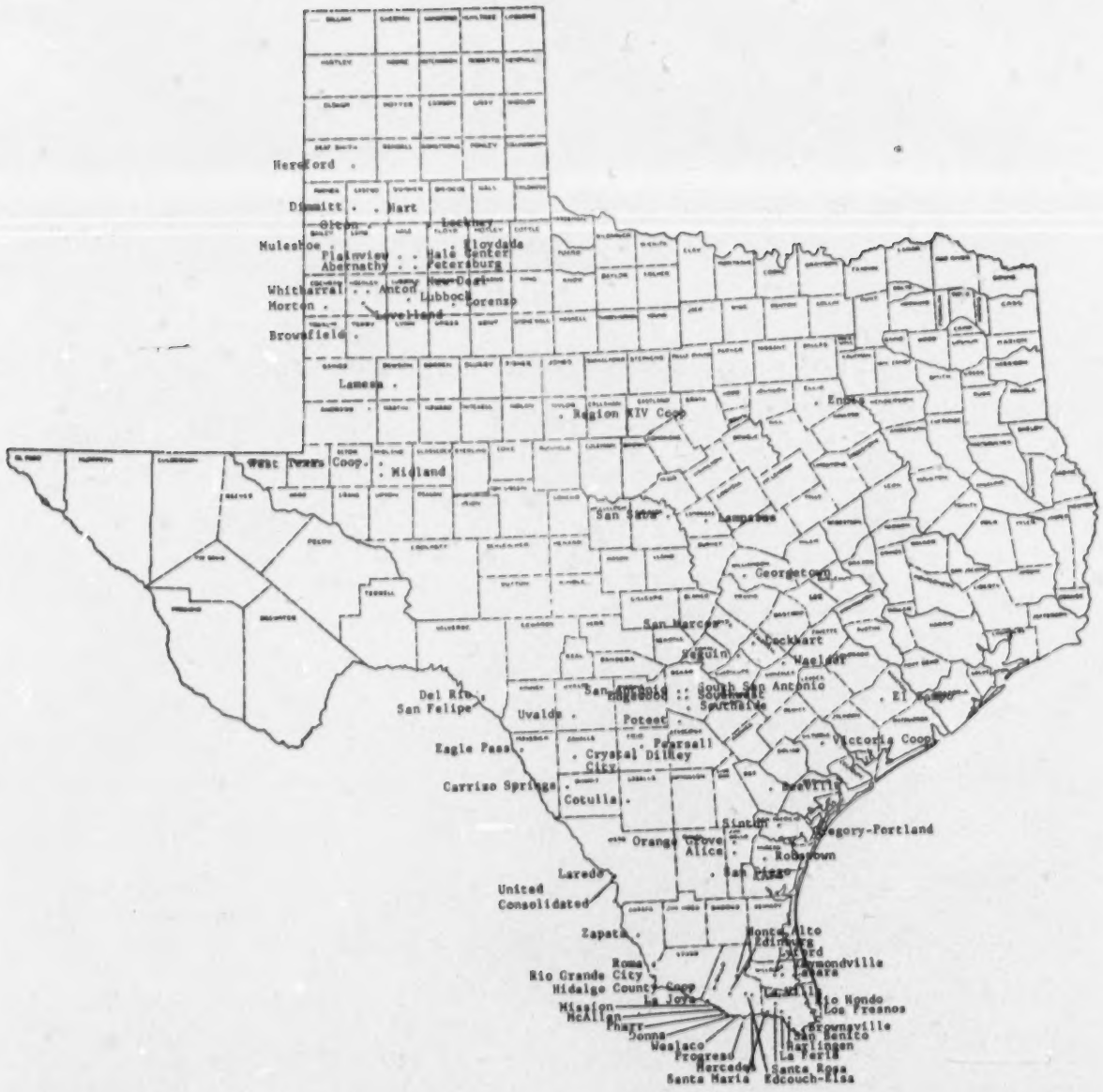
Eight of the twenty Regional Education Service Centers funded by Texas Education Agency are located in areas of high concentration of migrant children. The eight centers provide assistance in the development of programs and in the use of instructional materials for migrant program schools and aid in staff development through a variety of in-service training activities.

The consultants work in area workshops, school district workshops, and on a one to one basis with teachers in demonstration teaching. In this way there is effective, continuous in-service training being conducted in the migrant programs of Texas on a year-round basis.

Summer School Programs for Migrants

For those pupils who have migrated since January 1, 1967, special educational recreational programs were operated in thirty-nine of the seventy-one participating school districts during the summer of 1971. The programs included oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. The use of

textbooks is held to a minimum and emphasis is placed on making education a pleasant experience. The summer programs emphasize oral expression, arts and crafts, and swimming and other types of recreation.


Hereford
Dimmitt
Hart
Olton
Muleshoe
Plainview
Hale Center
Abernathy
Petersburg
Whitharral
Anton
Lubbock
Morton
Lorenzo
Levelland
Brownfield
Lamesa
Region XIV Coop
Ennis
West Texas Coop.
Midland
San Saba
Lampasas
Georgetown
San Marcos
Lockhart
Seguin
Waelder
Del Rio
San Felipe
Uvalde
Poteet
Pearsall
Eagle Pass
Crystal City
Dilley
Victoria Coop
Carrizo Springs
Cotulla
Sinton
Gregory-Portland
Orange Grove
Alice
Robstown
Laredo
United Consolidated
Zapata
Rio Grande City
Hidalgo County Coop
La Joya
Mission
McAllen
Pharr
Donna
Weslaco
Progreso
Mercedes
Santa Maria
Santa Rosa
Edcouch-Elsa
Harlingen
La Feria
Brownsville
Los Fresnos

TEXAS MIGRANT PROJECT SCHOOLS 1971-72

School District	Grade Levels	Estimated No. of Students	Superintendents
Abernathy	1-8	200	Delwin Webb
Alice	1-12	495	Dewey G. Smith
Anton	1-12	30	John P. Jones
Beeville	1-12	325	A. A. Roberts
Brownfield	1-8	345	W. O. Caraway
Brownsville	1-12	1,471	James T. Ogg
Carrizo Springs	1-8	594	W. S. Taylor
Cotulla	1-12	296	H. A. Halvorson
Crystal City	1-12	1,380	Angel Gonzalez
Dilley	1-8	359	C. E. Roberts
Dimmitt	1-8	465	Charlie White
Donna	1-12	1,525	Philip Fowler
Eagle Pass	1-8	1,025	Jesus Gomez
Edcouch-Elsa	1-12	1,250	A. W. Bell
Edgewood	1-8	545	Jose A. Cardenas
Edinburg	1-12	2,600	R. S. Evins
El Campo	1-6	85	George E. Thigpen
El Paso	1-6	120	H. E. Charles
Ennis	1-3	205	Forrest E. Watson
Floydada	1-6	201	A. E. Baker
Georgetown	1-12	70	Jack Frost
Gregory-Portland	1-8	35	W. C. Andrews
Hale Center	1-8	260	Jon Tate
Harlingen	1-12	1,602	James I. Thigpen
Hart	1-8	240	Ted Averitt

School District	Grade Levels	Estimated No. of Students	Superintendents
Hereford	1-8	1,755	Roy Hartman
Hidalgo County Coop.*	1-8	159	M. R. Smith
La Feria	1-9	494	C. E. Vail
La Joya	1-8	837	Luther Pearson
Lamesa	1-8	459	Alvin R. Cannady
Lampasas	1-8	208	Jack Lacy
Laredo	1-12	1,110	J. W. Nixon
Lasara	1-8	105	E. H. Lorfing
La Villa	1-8	335	Daniel Hernandez
Levelland	1-8	390	W. T. Vardeman
Lockhart	1-12	69	Luther E. Hartman
Lockney	1-9	175	John P. Mason
Lorenzo	1-8	108	Patrick Deviney
Los Fresnos	1-8	221	G. C. Shanks
Lubbock	1-6	620	Ed Irons
Lyford	1-8	569	E. H. Trolinger
Mathis	1-8	525	Olan McCraw
McAllen	1-12	1,531	Rodney D. Cathey
Mercedes	1-12	1,576	Lauro Guerra
Midland	1-9	420	James Mailey
Mission	1-12	1,480	Kenneth White
Monte Alto	1-8	88	Enrique Mendiola
Morton	1-8	218	Bob Travis
Muleshoe	1-8	460	Neal B. Dillman
New Deal	1-7	115	Foye L. Flood
Olton	1-5	130	Joe Turner

* Runn and Valley View School Districts

School District	Grade Levels	Estimated No. of Students	Superintendents
Orange Grove	1-12	113	John R. Slater
Pearsall	1-8	249	Wayne T. Wise
Petersburg	1-8	194	J. N. Wilson
Pharr-San Juan-Alamo	1-12	3,261	Dean Skiles
Plainview	1-8	825	Glenn Harrison
Poteet	1-12	221	Glenn Ellison
Progreso	1-8	203	Thomas Spell
Raymondville	1-12	970	William G. Burden
Region XIV Coop.*	1-8	500	Thomas Lawrence
Rio Grande City	1-12	1,160	S. P. Cowan
Rio Hondo	1-9	219	Pete Kroll
Robstown	1-8	575	W. N. Corder
Roma	1-12	903	C. T. Shelton
San Antonio	1-9	645	Harold H. Hitt
San Benito	1-12	1,864	John F. Barron
San Diego	1-8	207	B. P. Taylor
San Felipe del Rio	1-12	1,166	O. B. Poole
San Marcos	1-5	105	Gordon Harmon
San Saba	1-8	127	J. C. Petty
Santa Maria	1-8	136	L. R. Murphy
Santa Rosa	1-12	238	Melvin White
Seguin	1-12	159	Jim Barnes
Sinton	1-8	177	J. D. Carlisle
South San Antonio	1-12	331	Joe C. Hutchinson
Southside	1-6	93	Darrell Poole
Southwest	1-8	150	Bennie Steinhauser

* Anson, Benjamin, Comanche, De Leon, Goree, Knox City, Munday, O'Brien, Paint Creek, Rochester, Rule, Sweetwater, and Weinert School Districts

School District	Grade Levels	Estimated No. of Students	Superintendents
United Consolidated	K	28	Don Hughes
Uvalde	1-8	580	R. E. Byrom
Victoria Coop.*	1-12	301	Dennis Grizzle
Waelder	1-12	168	Jack N. Gray
Weslaco	1-12	2,890	Otto Longlois
West Texas Coop.**	1-12	908	J. W. Donaldson
Whitharral	1-8	93	Archie Sims
Zapata	1-12	361	Antonio Molina

* Bay City, Goliad, Kenedy, and Yorktown School District

**Alpine, Balmorhea, Candelaria, Ft. Stockton, Marfa, Pecos, and Presidio School Districts